

**NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION,  
KANDIVALI EAST, MUMBAI  
SEMESTER-I 2020-2021**

**CC-1 CHILDHOOD AND GROWING UP**

**MCQ AND DESCRIPTIVE QUESTIONS WITH ANSWER KEY**

**UNIT 1: GROWTH AND DEVELOPMENT OF A CHILD**

1. Growth refers to .....changes.

- A. Physiological
- B. Sociological
- C. Natural
- D. Emotional

**Ans : A**

2. Development occurs due to both .....and .....

- A. Maturation and interaction with the environment
- B. Experience and Maturation
- C. Maturation and Learning
- D. interaction with the environment and Learning

**Ans : A.**

3. Growth occurs due to the ..... of cells.

- A. Division
- B. Subtraction
- C. Multiplication
- D. Addition

**Ans : C.**

4. 'Development continues throughout the life of an individual.' This statement explains the

.....principle of Development

- A. Individual Difference
- B. Continues Process
- C. Cumulative Influence
- D. Progressive Changes

**Ans : B.**

5. Which stage of development is the period of excellence and pseudo-maturity.

- A. Early Childhood
- B. Later childhood
- C. Adolescence
- D. Infancy

**Ans : B.**

6. Which stage of development is called the elementary school age.

- A. Early Childhood
- B. Later childhood
- C. Adolescence
- D. Infancy

**Ans : B.**

7. Which stage of development is the period of slow and uniform growth.

- A. Early Childhood
- B. Later childhood
- C. Adolescence
- D. Infancy

**Ans : B.**

8. Which stage of development is called as "Play Age".

- A. Early Childhood
- B. Later childhood
- C. Adolescence
- D. Infancy

**Ans : B.**

9. Which stage of development is called as "Period of storm and stress"

- A. Early Childhood
- B. Later childhood
- C. Adolescence
- D. Infancy

**Ans : C.**

10. Which stage of development is the period of rapid physical, cognitive, social, moral, sexual and emotional changes.

- A. Early Childhood

- B. Later childhood
- C. Adolescence
- D. Infancy

**Ans : C.**

11. The Child always struggle with a sense of identity therefore Erikson has named the stage as 'Identity Crisis'.

- A. Early Childhood
- B. Later childhood
- C. Adolescence
- D. Infancy

**Ans : C.**

12. Health education programme need to be organized for ..... to get a clear concept of structural and physiological changes in the body.

- A. Early Childhood
- B. Later childhood
- C. Adolescence
- D. Infancy

**Ans : C.**

## **UNIT 2: DEVELOPMENTAL PROCESS**

1. Development systematically proceeds from the head to the toes is a good example of.....

- A. Individual Differences
- B. Developmental Direction
- C. Differentiation and Integration
- D. Cumulative Influence

**Ans : B.**

2. Sometimes the term ..... is referred to the physical and physiological development.

- A. Maturity
- B. Growth
- C. Learning
- D. Heredity

**Ans : A.**

3. Maturation is a .....

- A. complex process
- B. lifetime process
- C. depend on learning
- D. Inter related process

**Ans : A.**

4. Maturation greatly depends upon .....

- A. Growth
- B. Learning
- C. Heredity
- D. Experience

**Ans : C.**

5. 'Some events predispose the individual to certain kinds of behavior in later life.' This statement explains ..... Trends in development.

- A. Individual Differences
- B. Developmental Direction
- C. Differentiation and Integration
- D. Cumulative Influence

**Ans : D.**

6. 'Initially, the infant smiles at all faces. This is because she cannot recognize different people. A little later she learns to differentiate the mother's face from the faces of others and smiles only at her.' Identify the name of trend in development from above example .

- A. Individual Differences
- B. Developmental Direction
- C. Differentiation and Integration
- D. Cumulative Influence

**Ans :D.**

7. The biological or psychological characteristics which are transmitted by the parents to their off-springs are known by the name of .....

- A. Maturation
- B. Heredity
- C. Learning
- D. Environment

**Ans : B.**

8. . Because of .....in development, some children may recognize and name colours at three years of age while others may do so at five years of age.

- A. Individual differences
- B. Heredity
- C. Environment
- D. Learning

**Ans : A.**

9. Children differ from each other both genetically and environmentally is called as .....

- A. Individual differences
- B. Heredity
- C. Environment
- D. Maturity

**Ans : A.**

10. Both biological factor and environmental situations have their impact on individual "s development which leads to ..... in development.

- A. Individual differences
- B. Heredity
- C. Environment
- D. Maturity

**Ans : A.**

### **UNIT 3: CONTEXT OF DEVELOPMENT**

1. Which one of the following parenting styles is characterized by high demandingness and high responsiveness?

- A. Authoritative
- B. Authoritarian
- C. Permissive
- D. Autocratic

**Answer: A**

2. Permissive parenting style has one of the following characteristics.

- A. High demandingness and high responsiveness
- B. High demandingness and low responsiveness
- C. Low demandingness and High responsiveness
- D. Low demandingness and low responsiveness

**Answer: C**

3. Neglectful parenting style shows which of the characteristics.

- A. High demandingness and high responsiveness

- B. High demandingness and low responsiveness
- C. Low demandingness and High responsiveness
- D. Low demandingness and low responsiveness

**Answer: D**

4. Mental health of a child is affected by following factors except one

- A. Home Environment
- B. Health
- C. Environment of school
- D. School Policies

**Answer: D**

5. Mr.Kavita Sharma asks his daughter to come home early because it is unsafe to stay out late. Which parenting style is she using with her daughter?

- A. Authoritative
- B. Authoritarian
- C. Permissive
- D. Autocratic

**Answer: A**

6.Children with well- developed emotional skills are better able to:

- A. Display empathy towards others
- B. Solve puzzles.
- C. Acquire skills like writing, craftwork, and drawing.
- D. Use their arms, legs, and other body muscles with precision.

**Answer: A**

7. Mr. Kapoor always wants her children to follow what he says. Which parenting style is he using with his children?

- A. Authoritative
- B. Authoritarian
- C. Permissive
- D. Neglectful

**Answer: B**

8. Which parenting style can be characterized as: Parents nurture their children, but prefer to allow them too much freedom of expression?

- A. Authoritarian Parenting style
- B. Authoritative Parenting style
- C. Permissive Parenting style
- D. Uninvolved Parenting style

**Answer: C**

9. Which parenting style can be characterized as: Parents place value on obedience and favor punitive punishment to exert control over their children?

- A. Authoritarian Parenting style
- B. Authoritative Parenting style
- C. Permissive Parenting style
- D. Uninvolved Parenting style

**Answer: A**

10. Aggressive children:

- A. tend to be disliked in the early school years but may be more popular in adolescence.
- B. tend to be liked in the early school years but may be less popular in adolescence.
- C. tend to be disliked in the early school years and in adolescence.
- D. tend to be popular in the early school years and in adolescence.

**Answer: B**

11. Which of the following do not have negative impact on the physical, cognitive, and socio-emotional development of the girls.

- A. Early marriage
- B. Workplace violence
- C. Malnutrition
- D. Women education

**Answer: D**

#### **UNIT 4: METHOD AND APPROACHES OF STUDYING HUMAN DEVELOPMENT**

1. What is one advantage to using experiments that no other method has?

- A. establishing correlational relationship between variables
- B. establishing a cause and effect relationship between variable
- C. construct equivalence
- D. measurement equivalence

**Answer: B**

2. Which of the following is an advantage of participant observation?

- A. it is time efficient
- B. it involves nonreactive observation

C. it is objective

D. it helps researchers reconcile what people say they do with what they actually do

**Answer: D**

3. Which of the following is one of the most widely used methods in cross-cultural research?

A. experiments

B. surveys

C. observation

D. case studies

**Answer: B**

4. Another term for participant observation is:

A. non-reactive observation

B. photo voice

C. reactive observation

D. naturalistic observation

**Answer : C**

5. The goal of this particular method is to discover folk categories and describe the groups lived experiences from the group's point of view. It is:

A. interviewing

B. case study

C. naturalistic observation

D. participant observation

**Answer: D**

6. Which of the following IS NOT a disadvantage of participant observation?

A. there is a short time commitment

B. difficulties with gaining access to a particular group

C. culture shock

D. the participant observer's own cultural biases



**Answer: A**

7. An advantage of using a longitudinal study is \_\_\_\_?

- A. changes that occur over time can be discovered
- B. it is inexpensive
- C. the low attrition rate
- D. it takes a short amount of time to get results

**Answer: A**

8. A longitudinal study always includes \_\_\_\_ over time.

- A. one group
- B. evaluation every month
- C. two groups
- D. a cross section

**Answer: A**

9. A main disadvantage of cross-sectional designs is that...

- A. they take too long to conduct.
- B. they face problems with subject attrition.
- C. they do not easily help identify underlying causes for differences between age groups.
- D. they are generally the most expensive way to conduct research in developmental psychology.

**Answer : C**

10. Which of the following best describes a cross-sectional design?

- A. Researchers recruit one group of children the same age and track them for 2 years over time.
- B. Researchers recruit three groups: first graders, second graders, and third graders. They follow them for 6 months.
- C. Researchers recruit three groups: first graders, second graders, and third graders, and each participant participates in one session of an experiment.
- D. Researchers study six children over a period of three weeks and observe their behaviors twice a day.

**Answer: C**

## UNIT 5: THEOROTICAL PERSPECTIVES

1. According to Jean Piaget, schema building occurs as a result of modifying new information to fit existing schemes and by modifying old schemes as per new information. These two processes are known as:

- A. assimilation and adaptation
- B. accommodation and adaptation
- C. equilibration and modification
- D. assimilation and accommodation

**Answer: D**

2. According to Jean Piaget, which of the following is necessary for learning?

- A. Active exploration of the environment by the learner
- B. Observing the behaviour of adults
- C. Belief in immanent justice
- D. Reinforcement by teachers and parents

**Answer: A**

3. Which of the following implications cannot be derived from Piaget's theory of cognitive development?

- A. Acceptance of individual differences
- B. Sensitivity of children's readiness to learn
- C. Discovery learning
- D. Need of verbal teaching

**Answer: D**

4. Kohlberg has given\_\_\_\_\_

- A. the stages of cognitive development.
- B. the stages of physical development.
- C. the stages of emotional development.

D.the stages of moral development.

**Answer: D**

5. According to Kohlberg, a teacher can instill moral values in children by
- A. giving strict instructions on 'how to behave'
  - B. involving them in discussions on moral issues
  - C. laying clear rules of behaviour
  - D. giving importance to religious teachings

**Answer: B**

6. Which level in the bio-ecological model is characterised by interactions between immediate environments?
- A. The macrosystem
  - B. The mesosystem
  - C. The microsystem
  - D. The exosystem

**Answer: B**

7. In which bio-ecological system would a parent's workplace be located?
- A. The exosystem
  - B. The chronosystem
  - C. The microsystem
  - D. The mesosystem

**Answer: A**

8. At what time of life does Erikson stage Industry vs. Inferiority occur?
- A. old age
  - B. adolescence
  - C. infancy
  - D. school age

**Answer: D**

9. How many stages were included in Erikson's 'ages of man'?
- A. 7
  - B. 5
  - C. 10

D. 8

**Answer: D**

10. Which of the following is the first stage in Erikson's theory of development?

- A. autonomy vs. shame and doubt
- B. initiative vs. guilt
- C. industry vs. inferiority
- D. trust vs. mistrust

**Answer: D**

### **UNIT 6: SELF AND EMOTIONS**

1. Who propagated the theory of Emotional intelligence?

- A. Sigmund Freud
- B. Jean Piaget
- C. Lev Vygotsky
- D. Daniel Goleman

**Answer: D**

2. Who propagated the theory of Identity crisis?

- A. James Marcia
- B. Jean Piaget
- C. Lev Vygotsky
- D. Daniel Goleman

**Answer: A**

3. Positive self-talk is .....

- A. Bragging
- B. Self-defeating
- C. Saying positive things about yourself to yourself
- D. Saying positive things about yourself to other people

**Answer: C**

4. The experience of feeling competent to cope with the basic challenges in life and of being worthy of happiness is .....

- A. Arrogance
- B. Self-esteem
- C. Wishful thinking
- D. Self-efficacy

**Answer: B**

5. Which of the following IS NOT a skill associated with emotional intelligence?

- A. experiencing love.
- B. negotiating conflict
- C. being sensitive to others.
- D. expressing pride and anger

**Answer: D**

6. Which of the following IS NOT one of the identity statuses studied by James Marcia?

- A. Identity diffusion
- B. Identity moratorium
- C. Identity foreclosure
- D. Identity confusion

**Answer: D**

7. Identify the following example of thought that occurs at which of the following stage, "I don't worry about values ahead of time; I decide things when they happen."

- A. Identity diffusion
- B. Identity foreclosure
- C. Identity moratorium
- D. Identity achievement

**Answer: A**

8. Identify the following example of thought that occurs at which of the following stage, "My parents are doctors and I have taken admission in medical college."

- A. Identity diffusion
- B. Identity foreclosure
- C. Identity moratorium
- D. Identity achievement

**Answer: B**

9. Identify the following example of thought that occurs at which of the following stage, "When I have to make a big decision, I like to know as much as I can about it."

- A. Identity diffusion
- B. Identity foreclosure

- C. Identity moratorium
- D. Identity achievement

**Answer: C**

10. Identify the following example of thought that occurs at which of the following stage, “I have a strong set of beliefs; I use when making decisions.”

- A. Identity diffusion
- B. Identity foreclosure
- C. Identity moratorium
- D. Identity achievement

**Answer: D**

### **DESCRIPTIVE QUESTIONS WITH ANSWER KEY**

#### **UNIT 1: GROWTH AND DEVELOPMENT OF A CHILD**

1. Explain the concept of growth.
2. Explain any three characteristics of development with suitable example .
3. Write any three Difference between Growth and development
4. Enumerate the progressive changes in physical development during later childhood ( any three points
5. Elaborate the social characteristics of Adolescence.

#### **ANSWER KEY**

1. The term growth denotes a net increase in the size, or mass of the tissue. It is largely attributed to the multiplication of cells and increase in the intracellular substance. The term growth implies an increase in size. When a body or any of its parts is described as having grown, it usually means that it has become large and heavy. It is thus that we speak of the growth of arms, brain, muscles or the body in general. Growth means an increase or addition in size, height, length or weight and can be measured. It is due to cell division

According to Hurlock (1959) : “Growth is change in size, in proportion, the disappearance of the old features and acquisition of new ones”. i.e. growth in height, falling of milk teeth and acquisition of permanent teeth.

2. Changes in the child that occur over time. The changes follow an orderly pattern that moves toward greater complexity and enhances survival.
  - Development implies overall changes in shape, form or structure, resulting in improved working or functioning. It indicates the changes in the quality or character rather than in quantitative aspects.

- Development is a wide and comprehensive term; it refers to overall changes in the individual. Growth is one of its aspects. It can be observed by maturing behaviour.
- Development describes the changes in the organism as a whole and does not list changes in parts. Development is a continuous and lifelong process.
- Development implies improvement in functioning and behaviour and hence brings qualitative changes.

3.

<b>Growth</b>	<b>Development</b>
Growth refers to physiological changes.	Development refers to overall changes in the individual. It involves changes in an orderly and coherent type towards the goal of maturity.
Changes in the quantitative respect is termed as growth.	Development changes in the quality along with quantitative aspect
Growth does not continue throughout life	Development continues throughout life.
Growth stops after maturation	Development is progressive
Growth occurs due to the multiplication of cells.	Development occurs due to both maturation and interaction with the environment.
Growth is cellular.	Development is organizational.

4. This is the period of slow and uniform growth. Compared with the swift growth during the first five years, physical growth is slow but steady.
- Physical growth follows a predictable pattern, although variations do occur.
  - This is the only time during the life span when girls are, on average, taller than boys.
  - Height and weight variations can be affected by poor nutrition and racial or ethnic background. In this stage lengthening of the limbs occur.
  - The legs grow very fast and children appear long legged.
  - Muscle tissues increase and coordination improves, Involvement in physical activities increase. The bones are hardened; the height and weight increase at this stage and there is improvement in a child's motor development, skill and endurance.
5. Need for age appropriate independence and freedom increases. Though they move towards more mental autonomy parental support is still necessary. Relationship with parents changes in three ways:
- As cognitive ability increases, they look at the parents as individuals as well as parents. In short, they interpret relationship with parents rationally.
  - Less time is spent with the family and parents
  - More conflicts and arguments with parents

## **UNIT 2: DEVELOPMENTAL PROCESS**

1. Explain the Concept of maturation
2. Explain the Relationship between Maturation and learning
3. Explain the Developmental direction as a trend in development

4. Describe the term 'genetic background'.
5. Explain the impact of genetic factors on child development with suitable examples ( any 3 ) .

### **ANSWER KEY**

1. Maturation is a complex process.
  - Arnold Gesell used the term 'Maturation' to explain the concept of development.
  - The apparent changes seen as physical changes are actually predetermined by genetic factors called genes.
  - This physical as well as mental growth will bring, an increased ability or capacity in an individual. Arnold Gesell says that all these are predictable changes, and maturity strongly depends upon such changes
2. Maturation is an important factor which influences learning. Maturation is a natural process.
  - For maturation an external stimulus is not necessary and its sequence is biologically predetermined. On the other hand, learning is a change in the individual. It is a process which takes place as a result of 'stimuli' from 'without'
  - Maturation facilitates the process of learning. Learning becomes effective when appropriate maturity has been attained. Learning takes place only if the stage for that type of learning has been achieved through a process of maturation.
3. The principle of developmental direction, one of Gesell's five principles of maturation, assumes that development is not random but proceeds in an ordered and orderly fashion. The fact that development systematically proceeds from the head to the toes is a good example of how at any point a developmental trend will be more advanced in the head area than in the foot area. Thus, at birth, the new born infant is relatively more mature in neuro motor organization in the head region than in the leg region, and coordination of the arms precedes coordination of the legs.
4. Man's behaviour is influenced by two forces: heredity and environment. The biological or psychological characteristics which are transmitted by the parents to their off-springs are known by the name of heredity. Heredity is, in other words, a biological process of transmission of certain traits of behaviour of the parents to their children, by means of the fertilized egg. Heredity traits are innate; they are present at birth.

The human individual is the progeny of two parent cells that come together when a male sperm fertilizes a female egg. In the nuclei of these parent cells are certain hair like substances called chromosomes'. The chromosomes contain chemical substances called genes. These basic substances, chromosomes and genes determine characteristics of the individual. And this is what constitutes heredity.
5. Physical Development: E.g. what does law of similarity speak like children tend to be similar to their parents---thus following the notion of like begets like---the children of fair colored parents are likely to be fair.
  - Cognitive Development-- IQ inherited from parents etc E.g., Studies of intelligence report results that seem to show that intelligence is genetically determined for the most part.



- Galton in his pioneer work on Hereditary Genius (1869) has sought to show that the probability of the occurrence of greatly gifted children is vastly higher when the fathers are of a superior intelligence

### **UNIT 3: CONTEXT OF DEVELOPMENT**

1. Describe the impact of anyone parenting style on child development.
2. Explain the concept of child development in a pluralistic society.
3. What is the impact of Uninvolved or Neglecting parenting style on children?
4. Explain the impact of poverty on the child development.
5. Explain the factors affecting physical and cognitive development of the children in tribal communities.

#### **ANSWER KEY:**

1. Concept of parenting and parenting style  
Impact of anyone parenting style on child development,
  - a. Authoritarian parenting style
  - b. Authoritative parenting style
  - c. Permissive or liberal parenting style
  - d. Uninvolved or impassive parenting style
2. Concept of child development in a pluralistic society  
Domains or areas of child development in a pluralistic society
  - a. Physical development
  - b. Emotional development
  - c. Cognitive development
  - d. Social development
  - e. Moral development
3. Impact of Uninvolved or Neglecting parenting style on children.
  - a. Children, who are raised in this manner could face a lot of problems in life. They often feel lonely and lack self-control.
  - b. They may also lack self-image and self-esteem. They could be less competent than their peer. They could become unruly and un-responsive.
  - c. Without proper guidance and with the anger that develops because of the neglect, these children often act out their emotions in ways that get them into trouble with school or with the law.
  - d. In addition, children who are neglected are prime candidates for gang involvement due to their desire for some semblance of family. Gangs, although unhealthy for children, provide for them the sense of connectedness that they desire.
4. Impact of poverty on the child development
  - a. Poor educational outcomes
  - b. Social problems
  - c. Nutritional deficiencies and development
  - d. Lack of proper sanitation, health care and development
  - e. Psychosocial risk factors and development

- f. Environmental risk and development
5. Factors affecting physical and cognitive development of the children in tribal communities.
- a. Poverty and hunger
  - b. Learning capacity
  - c. Productivity in adulthood
  - d. Health
  - e. Services during critical periods of life
  - f. Loss of forest land and livelihood
  - g. Exploitation by other groups
  - h. Illiteracy
  - i. Geographical remoteness

#### **UNIT 4: METHOD AND APPROACHES OF STUDYING HUMAN DEVELOPMENT**

1. Explain advantages of participatory observation method.
2. Explain advantages of Experimental method.
3. Explain limitation of clinical method .
4. Explain advantages of Cross sectional method.
5. Explain advantages of Longitudinal method.

#### **ANSWER KEY:**

1. Advantages of Participant Observation:

The following are the merits of participant observation:

- (a) Observation of natural behaviour:
- (b) Closeness with the group:
- (c) Studying the real character:
- (d) Better Understanding
- (e) Participation provides opportunity to learn more about an event

2. Advantages of Experimental Research

1. It provides researchers with a high level of control.
2. There is no limit to the subject matter or industry involved.
3. Experimental research provides conclusions that are specific.
4. The results of experimental research can be duplicated.
5. Natural settings can be replicated with faster speeds.
6. Experimental research allows cause and effect to be determined.
7. It can be combined with other research methods.

### 3. List of the Disadvantages of the Case Study Method

1. It can have influence factors within the data.
2. It takes longer to analyze the data.
3. It can be an inefficient process.
4. It requires a small sample size to be effective.
5. It is a labor-intensive method of data collection.

### 4. Advantages of Cross-Sectional Study

- The advantages of cross-sectional study include:
- Used to prove and/or disprove assumptions
- Not costly to perform and does not require a lot of time
- Captures a specific point in time
- Contains multiple variables at the time of the data snapshot
- The data can be used for various types of research
- Many findings and outcomes can be analyzed to create new theories/studies or in-depth research

### 5 . Advantages of longitudinal method

- 1.They are effective in determining variable patterns over time.
2. They can ensure clear focus and validity.
3. They are very effective in doing research on developmental trends.
- 4.They are more powerful than cross-sectional studies.
5. They are highly flexible.
6. They can provide high accuracy when observing changes.

## **UNIT 5: THEOROTICAL PERSPECTIVES**

1. Enumerate educational implication of Piaget theory of cognitive development.
2. Enumerate educational implication of Kolhberg's theory of moral development.
3. Enumerate educational theory of Erickson's theory of psychosocial development.
4. Enumerate educational implication of Urie Brofenbrenner theory of ecological system.
5. Explain trust vs mistrust stage of Erickson theory of psychosocial development with suitable example.

### **ANSWER KEY**

1. There are four main teaching implications drawn from Piaget's theory (Slavin, 2005):
  - a)A focus on the process of children's thinking, not just its products. Instead of simply
  - b)Recognition of the crucial role of children's self-initiated, active involvement in learning activities. .
  - c)A deemphasis on practices aimed at making children adult like in their thinking. 4.Acceptance of individual differences in developmental progress.

d) The educational implication of Piaget's theory is the adaptation of instruction to the learner's development level. Some general suggestions include:

The use of concrete props and visual aids, such as models and/or time lines

~ Facilitate learning by using familiar examples to explain complex ideas, such as a story problem in math

~ Give students the opportunities to classify & group information, use outlines & hierarchies to facilitate assimilation of new information with previously learned knowledge.

~ Present problems that require logical analytical thinking, "brain teasers" are a great way to incorporate this

## 2. Educational Implications Of Kohlberg's Theory

- Teachers must create classroom environment that will help learners develop good characters.
- There should be a democratic environment where each learner will feel free to share his or her ideas.
- Teachers should encourage group discussion in order to address students' need of belonging, competence, autonomy, etc By this, students will learn to care for one another and accept responsibility.
- .Teachers must serve as role models to learners.
- Teachers must work hand in hand with parents in order to achieve effective character education.
- Teachers must know their students very well.

## 3. Educational implication of Erickson theory

- Allowing the child to play with various natural, simple materials, and role-playing for the expression of fantasy and imagination.
- Games, stories and songs can be used. Real-life activities like serving food, chopping vegetables or making chapattis, prepare children for participation in the community around them.
- Child-directed activities where the child chooses his or her activity and repeats it as

## 4. The Ecological Systems Theory has been used to link psychological and educational theory to early educational curriculums and practice. At the center of the theory is the developing child, and all that occurs within and between the five ecological systems are done so to benefit the child in the classroom.

- To strengthen the development between the ecological systems in educational practice according to the theory, teachers and parents should keep good communication with each other and work together to benefit the child.
- Teachers should also be understanding of the situations their student's families may be experiencing, including social and economic factors that are part of the various systems.
- According to the theory, if parents and teachers have a good relationship, this should shape the child's development in a positive way.

- Likewise, the child must also be active in their learning, engaged both academically and socially. They must work as a team with their peers and get involved in meaningful learning experiences to enable positive development .

#### 5. Stage 1: Trust vs. Mistrust

The first stage of Erikson's theory of psychosocial development occurs between birth and 1 year of age and is the most fundamental stage in life. Because an infant is utterly dependent, developing trust is based on the dependability and quality of the child's caregivers.

At this point in development, the child is utterly dependent upon adult caregivers for everything they need to survive including food, love, warmth, safety, and nurturing. If a caregiver fails to provide adequate care and love, the child will come to feel that they cannot trust or depend upon the adults in their life.

#### Outcomes

If a child successfully develops trust, the child will feel safe and secure in the world.<sup>2</sup> Caregivers who are inconsistent, emotionally unavailable, or rejecting contribute to feelings of mistrust in the children under their care. Failure to develop trust will result in fear and a belief that the world is inconsistent and unpredictable.

No child is going to develop a sense of 100% trust or 100% doubt. Erikson believed that successful development was all about striking a balance between the two opposing sides. When this happens, children acquire hope, which Erikson described as an openness to experience tempered by some wariness that danger may be present.

### **UNIT 6: SELF AND EMOTIONS**

1. Write a short note on self-esteem.
2. Enumerate educational implications of Daniel Goleman's theory of Emotional intelligence.
3. Enumerate educational implications of James Marcia's theory of Identity crisis.
4. Explain the identity foreclosure stage from James Marcia's theory of Identity crisis with suitable example.
5. Describe the characteristics of people with high and low self-efficacy.

#### **ANSWER KEY:**

1. Concept of self-esteem  
Building self-esteem for development of healthy personality
  - a. Forgive yourself for past mistakes.
  - b. Focus on your positive attributes.
  - c. Follow the example of successful people.
  - d. Become a self-talker.
  - e. Exhibit a good attitude.
  - f. Get plenty of rest.

- g. Make your work skills your own.
  - h. Practice your talents.
  - i. Become physically fit.
  - j. Learn new things.
  - k. Improve your personal relationships.
  - l. Dress well, etc.
2. Educational implications of Daniel Goleman's theory of Emotional intelligence.
- a. One can identify and perceive various types of emotions in other learners.
  - b. One can sense his own feelings and emotions.
  - c. One can incorporate perceived emotions in his thought.
  - d. Emotional literacy holds the key to effective learning.
  - e. Schools must create settings in which the emotional literacy of their teachers and students are developed.
  - f. Educational system should give importance to the development of emotional competence.
  - g. One can gain proper understanding of the nature, intensity, situation and outcomes of his emotions.
  - h. One can exercise proper control and regulations over the expressions and use of emotions in dealing with his self and others so as to promote harmony.
  - i. One can develop social skills like leadership and building bonds between peoples nurturing instrumental relationships in school and society.
  - j. One can develop team capabilities by creating group synergy in pursuing collective goals.
3. Educational implications of James Marcia's theory of Identity crisis.
- a. Through the interview process, we can determine a person's predominant identity status. It helps in choosing a career or optional subjects.
  - b. When a person first accomplishes a fixed identity status, his sense of accomplishment/relief that he has settled on an identity will often lead to more identity formation, in other areas of his life.
  - c. Marcia's theory can be used as a framework for understanding and identifying what unresolved issues lead to current behaviour and preparing for the stages to come.
  - d. Marcia's theory can be used as a yardstick that could be used to assess teaching and child raising practices. Thus, parents and teachers can help the students to nurture and facilitate healthy emotional and cognitive development.
  - e. In identity foreclosure, teachers can give students the correct tools to make constructive decisions to help in a future crisis.
  - f. In identity moratorium, teachers can help the students understand what each decision includes, or the cause and effect of each decision.
  - g. When identity achievement has been reached, the teacher could help build upon their newfound commitments.

#### 4. Identity foreclosure

It occurs when people think they know who they are, but they have not even explored their options yet. Identity foreclosure mimics identity, but it isn't a true identity.

EXAMPLE OF THOUGHTS AT THIS STAGE:

“My parents are teachers and I have taken admission in B.Ed. course.”

CHARACTERISTICS OF PEOPLE AT THIS STAGE

- a. Foreclosed people often get disapproval of showing their emotions.
- b. They do not get support for their authoritarian views but need a social approval for it.
- c. They get poor results in stressful situations, stereotypical relationships, and do not enjoy happy family life.

5. CHARACTERISTICS OF PEOPLE WITH A STRONG SENSE OF SELF-EFFICACY:

- a. They are active in their day-to-day life.
- b. They select the best opportunities and accomplish it in time to become successful in life.
- c. Manage the situation — avoid or neutralize obstacles. They accept it as challenges, they learn from setbacks.
- d. Set goals and establish standards - The set goals are within the capacity of the achiever.
- e. Plan, prepare, practice — they complete tasks as per chalked out plans.
- f. Persevere — they work hard and put in sustained efforts to complete their tasks.
- g. Creatively solve problems — They try to have innovative and multiple solutions of a problem.
- h. Visualize success — they have positive attitudes. They do not take unnecessary stress.
- i. They respond in a better way to negative feedback with increased effort and motivation.

CHARACTERISTICS OF PEOPLE WITH A WEAK SENSE OF SELF-EFFICACY:

- a. They are passive to such an extent that do not even try to make a feeble effort.
- b. They avoid difficult tasks as they focus on personal deficiencies.
- c. They develop weak aspirations and low commitment. So, they quit a task or become discouraged because of setbacks.
- d. Very often they blame setbacks for lack of ability or bad luck. They do nothing but easily get stressed and become depressed.
- e. People with low esteem always think of failing and are more likely to lessen their effort or give up altogether. They question whether they can complete a task or not.

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